



# Hamble Primary School



## PSHE (Including RSE) Whole School Overview

We base our teaching and planning on the overviews and planning from the PSHE Association and the Medway Primary PSHE Association

Hamble Primary School fully recognises the duty placed on schools by The Equalities Act. All PSHE Units of work are considered in line with our school aims and values, the United Nations Convention on the Rights of the Child and the Global Goals for Sustainable Development.

Term	Autumn			Spring			Summer		
Core Themes	Relationships			Living in the Wider World			Health and Wellbeing		
Topics	Families and Friendships	Safe Relationships	Respecting Ourselves and Others	Belonging to a Community	Media Literacy and Digital Resilience	Money and Work	Physical Health and Wellbeing	Growing and Changing	Keeping Safe
<b>Year R</b>	<i>Hamble Primary School recognises that continuous opportunities for high quality PSED in the Early Years Foundation Stage is essential to provide a solid foundation for future Personal, Social and Emotional Development. Through Objective Led Planning, all areas of learning will be interwoven through the whole of Year R.</i>								
<b>Year 1</b>	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	How rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
<b>Year 2</b>	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies

<b>Year 3</b>	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities  <b>(WE DO NOT DIRECTLY LINK RIGHTS AND RESPONSIBILITIES)</b>	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievement: managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
<b>Year 4</b>	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household produces; drugs common to everyday life
<b>Year 5</b>	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines; vaccinations; immunisations and allergies	Personal identify; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations including responding in emergencies, first aid
<b>Year 6</b>	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

This overview is separated into individual year groups. Where there are mixed-age year groups within the school year teams will consider whether to merge the units of work and include the knowledge content for both year groups, or whether it would be better to split the individual year groups after considering the unit content. These decisions will be made on a yearly basis, and will be considered within the context and needs of each individual cohort.